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ABSTRACT

The three sample mini-functional units are part of a system developed for tutor training and support for adult literacy programs. A key component of the system is the Tutor Support Library, consisting of Instructional Concept Guides (designed as training and reference aids for tutors) and Functional Content Units (intended to help tutors combine reading skill instruction and support in the area of life-coping skills). The purpose of the mini-functional units is to help the tutor isolate one small segment of a larger life-coping situation and to teach the student to manage that part so that he can apply the acquired skill to a more complex need. Three commonplace adult situations (filling out a job application form, writing personal checks, and using the telephone directory) have been selected and brief reading lessons for low ability students have been constructed around them. Incorporated in the units are suggestions for expanding the instruction for higher ability levels. The units oultine: the topic, prerequisite skills, related vocabulary words, concepts and skills to be taught, a sample lesson, learning activities, and resource materials. The units on job application and check writing also contain sample forms. (Author/MS)

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TUTOR SUPPORT LIBRARY

SAMPLE INSTRUCTIONAL UNITS

ON LIFE-COPING SKILLS

A Functional Content Unit

by

Roberta Weiner
Sylvia Carter

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Regional Adult Literacy Service Unit

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CE 006758

PREFACE

Functional Content Unit

Sample Instructional Units for Stage I Readers

The sample instructional units in this Functional Content Unit, as in all others in the TUTOR SUPPORT LIBRARY, have been prepared to help tutors combine reading skill instruction with a life-coping skill. The specific purpose of these mini-functional units is to help a tutor isolate one small segment of a larger, more general life-coping situation, and to teach the student step-by-step to manage that part. The student will then be able to apply the acquired skill to a more complex need he may have. Several commonplace adult situations have been selected and brief reading lessons for Stage I students constructed around them. The topics chosen concern job application forms, personal checks, and the telephone directory.

The instructional unit on job application forms teaches the student with minimal reading and writing skills how to fill out his name and address, certain important vocabulary, and a basic awareness of what information will be required of him and why. The unit on personal checks includes teaching the concept of using a check for payment, reading and writing a check, as well as calendar date notation and the concept of money amounts expressed as both words and

numbers. The telephone directory unit emphasizes alphabetizing and how it aids one to effectively use a directory. In each unit, helpful practice activities, including games and puzzles, are provided to give the tutor ideas for lesson preparation.

These short units, while specifically designed for the Stage I student, also incorporate suggestions for expanding the instruction to more sophisticated levels as the student progresses. A variety of published sources of ideas and activities applicable to the subject is included as well.

- Joyce D. Johnston -

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by Roberta Weiner

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by Roberta Weiner

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by Sylvia Carter

* * * * * *

Functional Instruction Unit I

HOW TO FILL OUT A JOB APPLICATION FORM

by

Roberta Weiner

TUTOR SUPPORT LIBRARY

FUNCTIONAL UNIT: HOW TO FILL OUT A JOB APPLICATION FORM

I. Overview

Desires for employment and for obtaining better jobs are two of the primary motivations for which adults seek reading instruction. There are many skills an adult must acquire in order to successfully obtain and retain a job. Among these skills is the necessary ability of one to be able to read and fill out application forms. Regardless of the level of reading ability required to perform a specific job, the applicant must be able to complete the initial interview forms. This unit focuses primarily upon the vocabulary and concepts the student must understand in order to complete job application forms independently.

II. Prerequisite Skills

The amount of time, instruction, and practice necessary for teaching the concepts and vocabulary in this unit depends upon the present reading skills and knowledge of the student and the rate at which he acquires new information. In order to progress through the content at a moderate rate, however, the student should:

1. have some basic reading skills (discriminate among letters of the alphabet visually, know the sounds of the letters, understand the concept of a word, know basic sight words, etc.)
2. be able to print the letters
3. be able to write his name in cursive writing
4. recognize numbers
5. understand the concept of dates (months in a year, number of days in a year and in the months, etc.)
6. be familiar with date notation (March 15, 1974; Mar. 15, 1974; 3/15/74
7. know money values in order to estimate an acceptable salary

If the student does not presently have these skills, they may be taught to him in conjunction with the vocabulary and concepts in this unit. For example, if your student is a "non-reader," you might present the concepts to him orally. Explain the application form to him and elicit the appropriate information as you fill in the form for him. Simultaneously, begin to teach him some of the basic reading skills. Thus, if you are teaching letter discrimination, you might introduce the letter "a" with appropriate exercises and then have him find all the "a's" in a list of words such as "age," "address," "date." Units which may provide helpful suggestions for teaching these basic skills are included among the Instructional Concept Units in the TUTOR SUPPORT LIBRARY.

III. Related Vocabulary Words and Phrases

employment
job
application
position
print
name
first
last
middle
initial
Mr.
Mrs.
Miss
address
residence
place
street
number
city
county
state
zip code
date
day
month
year
U. S. citizen
telephone number (tel., phone)
work
sex
female
male
Social Security Number (No., #)
height (ht.)
weight (wt.)
inches (in.)
weight (wt.)
pounds (lbs.)
age
birth date
hair color
eye color
marital status
single
married
divorced
separated
widowed
spouse
mother's name
father's name
relative
sibling
brothers
sisters
reference
Selective Service classification
military experience
illnesses
health
physical condition
dependents
previous employment
employer
job title
duties
responsibilities
reason for leaving
rate
supervisor
occupation
schools attended
elementary school
high school
vocational or trade school
major subjects
location
diploma
graduation
emergency
qualifications
expected salary
minimum
pay
arrested
crime
convicted
signature
personal
education

IV. Concepts and Skills to be Taught

Following directions as indicated on the application form (examples: check one, circle one, underline your answer, print only, list, explain, describe)

Difference between printing and writing.

Different types of salary schedules (hourly rate, weekly pay, monthly pay, annual salary, etc.)

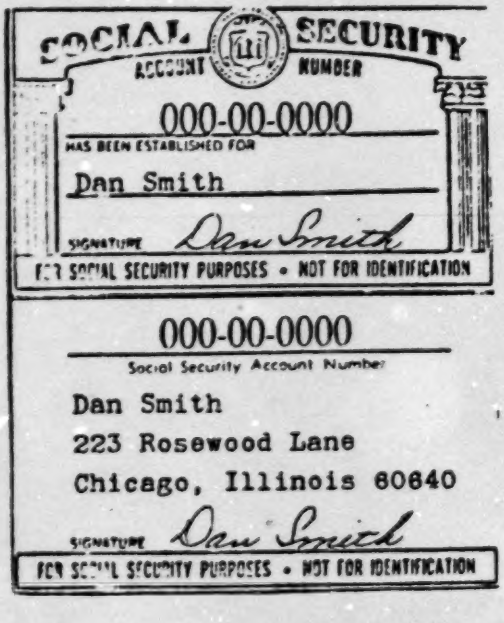
Dependent - person who relies upon another for support (examples: wife or husband, children, elderly or handicapped relative)

Reference - name of a person who can supply a written or oral statement about someone's character or ability

Signature - official way a person writes his name for identification

Social Security - a federal program that requires an employee and his employer to contribute to a fund that provides cash payments as aid to an employee after he retires or to his family when he dies

Social Security Number - number found on the social security card that an employee receives at the beginning of his working career. An individual keeps the same number throughout his life. The following is an illustration of a social security card with Dan Smith's social security number.



Abbreviations: Mr., Mrs., M (male), F (female), the student's state (Ga.), months of the year, U. S., No., abbreviations for addresses (examples: N.E., S.W., St., Ave., Apt.)

V. Sample Lesson

1. Purposes: To introduce the student to the employment application form and its purpose.

   To teach the student to read and fill in his name and address on an application form.

   To teach the student vocabulary words related to his name and address: name, last, first, middle, Mr., Mrs., Miss, address.

   By the end of the lesson the student should be able to explain the purpose of a job application form, be aware of the kinds of information he must have available in order to complete a form accurately, and be able to fill in his name and address at the appropriate places.

2. Prerequisite Skills: Knows the letters of the alphabet and their corresponding sounds; prints the letters of the alphabet (If the student cannot print the letters, the tutor can fill in the information for him, as he gradually teaches the student to print.)

3. Materials Needed: a complete employment application form, series of practice forms that gradually introduce the items on the job form (see sample forms A-C; refer to Benjamin Piltch's A Step by Step Approach to Learning How to Fill Out Application Forms), activity sheets or exercises for practicing new vocabulary, index cards, pencils, knowledge of the student's complete name and address

4. Procedures

   a. Discuss with the student the purpose of a job application form (to represent his personal history and qualifications in order to be evaluated for a job) and the kinds of information he needs to know about himself.

   b. Show the student the complete application form (Grant Shoes, Inc.) and explain the various parts to him. Tell him that he will be learning how to fill in such a form step-by-step until he can complete an entire application independently.

   c. Read the title of Form A to the student and then introduce the word "name." Have him fill in his name.

   d. Read the title of Form B to the student and then explain the terms "Mr.," "Miss," and "Mrs." Have him circle the appropriate choice. Then introduce and explain the words "last," "first," and "middle." Have him record his name in the appropriate places.

Tutoring Session Lesson Plan: Job Applications I

Goals	Materials	Procedures
1. Be able to explain purpose of job application form	1. A relevant local job application form	1. Discuss purpose of application forms in job hunting and personal information job applicant needs to know.
2. Demonstrate awareness of types of information needed to complete application forms	2. Practice Forms A, B, & C of graduated difficulty representing items on a real application form.	2. Show job application form and briefly explain parts.
3. Be able to fill in his own name and address in proper place on an application form.	3. Tutor-prepared practice exercises for vocabulary	3. Read title of Form A. Introduce word <u>name</u>. Ask student to fill in own name (if he can; if not, dictate to tutor).
	4. Index cards	4. Read title of Form B. Explain Mr., Mrs., Miss. Student circles appropriate term. Introduce <u>last</u>, <u>first</u>, <u>middle</u>. Student writes own name in proper order.
	5. Pencils	5. Read title of Form C. Student fills in name. Introduce <u>address</u>. Help student fill in own address.

Tutoring Session Lesson Plan: Job Applications II

Goals	Materials	Procedures
1-3. Same as Lesson I. 4. Demonstrate understanding of additional items commonly requested on job application forms.	1. Same as Lesson I. 2. Practice exercises on new terms.	1. Review words taught in Lesson I: name — first Mr. — last Mrs. — middle Miss — address Print words on index cards. Student practices reading them. (Addition sight word teaching techniques may be used if necessary.) 2. Introduce following terms: house number — county street — state city — zip code Teach as sight words (as many as student can manage only).

APPLICATION FORM

GRANT SHOES, INC.

APPLICATION FOR EMPLOYMENT

PLEASE PRINT ALL INFORMATION

PERSONAL

NAME (LAST, FIRST, MIDDLE INITIAL)

Mr
Ms
Miss

Age

Male ☐ Female ☐

ADDRESS (NO., STREET, CITY, STATE, ZIP)

Telephone Number

SOCIAL SECURITY NO. | DATE OF BIRTH | HEIGHT | WEIGHT

Are you a U.S. citizen? Yes ☐ No ☐

SINGLE ☐ MARRIED ☐ WIDOWED ☐ DIVORCED ☐ SEPARATED ☐

IF MARRIED IS SPOUSE EMPLOYED ☐ YES ☐ NO

IF YES, NAME OF COMPANY

number of dependents

DATES OF U.S. MILITARY SERVICE
FROM: TO:

Selective Service Classification

ARE YOU PRESENTLY EMPLOYED YES ☐ NO ☐

If yes, where and when

IN CASE OF EMERGENCY NOTIFY:
NAME | RELATIONSHIP | ADDRESS | TEL. NO.

What serious illnesses have you had?

HAVE YOU EVER BEEN CONVICTED OF A CRIME (OTHER THAN TRAFFIC VIOLATIONS)? ☐ YES ☐ NO

IF YES, EXPLAIN:

LIST TYPE OR TYPES OF WORK DESIRED:

1.
2.
3.

EXPLAIN QUALIFICATIONS FOR WORK DESIRED:

1.
2.
3.

CHECK TIMES YOU ARE WILLING TO WORK:
☐ DAY SHIFT ☐ 2ND SHIFT ☐ 3RD SHIFT ☐ SATURDAYS ☐ SUNDAYS OR HOLIDAYS

MINIMUM RATE OF PAY YOU WOULD ACCEPT?

WHEN COULD YOU START WORK?

EDUCATION

EDUCATIONAL INSTITUTION	LOCATION (CITY, STATE)	DATES ATTENDED FROM MO	FROM YR	TO MO	TO YR	DIPLOMA, DEGREE OR CREDITS EARNED	CIRCLE LAST YEAR COMPLETED 1ST YEAR	2ND YEAR	3RD YEAR	4TH YEAR	MAJOR SUBJECTS STUDIED
GRADE SCHOOL											
HIGH SCHOOL											
COLLEGE											
VOCATIONAL OR TRADE											
OTHER											

Circle the highest school grade completed: 1 2 3 4 5 6 7 8 9 10 11 12 Above

WHAT ARE YOUR HOBBIES?

LIST THE POSITIONS THAT YOU HAVE HELD (LAST POSITION FIRST)

EMPLOYMENT

NAME AND ADDRESS OF COMPANY	YOUR TITLE AND DUTIES	EMPLOYED FROM	EMPLOYED TO	RATE	REASON FOR LEAVING
NAME ADDRESS				PER	
NAME ADDRESS				PER	
NAME ADDRESS				PER	
NAME ADDRESS				PER	
NAME ADDRESS				PER	
NAME ADDRESS				PER	

LIST OTHER WORK YOU HAVE DONE

TYPES	DATES	WHERE
1.		
2.		
3.		

REFERENCES

PERSONAL REFERENCES — OTHER THAN RELATIVES OR FORMER EMPLOYERS

NAME	ADDRESS	POSITION OR OCCUPATION	YEARS KNOWN

I HEREBY CERTIFY THAT THE ANSWERS GIVEN BY ME TO THE FOREGOING QUESTIONS AND STATEMENTS MADE ON BOTH SIDES OF THIS APPLICATION ARE TRUE AND CORRECT. IF EMPLOYMENT IS OBTAINED UNDER THIS APPLICATION, I WILL COMPLY WITH ALL RULES AND REGULATIONS OF THIS COMPANY. I AGREE TO SUBMIT TO PHYSICAL EXAMINATION. I AUTHORIZE MY FORMER EMPLOYERS TO GIVE ANY INFORMATION THEY MAY HAVE REGARDING ME WHETHER OR NOT IT IS ON THEIR RECORDS. I RELEASE THEM AND THEIR COMPANY FROM ALL LIABILITY FOR ANY DAMAGE WHATSOEVER FOR ISSUING SAME. IF, UPON INVESTIGATION, ANYTHING IN THIS APPLICATION IS FOUND TO BE UNTRUE, OR IF I DO NOT PASS THE PHYSICAL EXAMINATION, I UNDERSTAND I WILL BE SUBJECT TO DISMISSAL. I UNDERSTAND THAT I SHALL NOT BECOME AN EMPLOYEE OF CONTINENTAL CAN COMPANY UNTIL I HAVE SIGNED AN EMPLOYEE PATENT AND SECRECY AGREEMENT.

DATE _____ SIGNATURE OF APPLICANT _____

DO NOT WRITE BELOW THIS LINE

INTERVIEWER'S REMARKS

REFERRED TO	DATE	IF HIRED			IF NOT HIRED, REMARKS
		STARTING DATE	POSITION	SALARY	

SAMPLE FORMS (in miniature)

FORM A

Blue Cab Company
116 Broadway
Macon, Georgia 30089

Employment Application

Name John Paul Brown

FORM B

Harris Banking Company
72 East Flower Street
Augusta, Georgia 27219

Employment Application

Name (Mr.) Mrs. Brown John Paul
Miss (Last) (First) (Middle)

FORM C

Stevens Food Store
222 Cott Avenue
Atlanta, Georgia 30302

Job Application Form

Name (Mr) Mrs. BRown John Paul
Miss (Last) (First) (Middle)

Address 252 Hill STreet
Atlanta, Georgia 30366

SAMPLE ACTIVITIES

I. Directions: Draw a line from the word in Column A to the matching word in Column B.

A	B
Mr.	first
Mrs.	Mr.
first	name
name	Mrs.
address	address

II. Directions: Circle the word in each line that is different from the other two words.

first	first	(last)
middle	Mrs.	middle
Miss	Mrs.	Miss
Mr.	Mr.	Mrs.
address	add	address

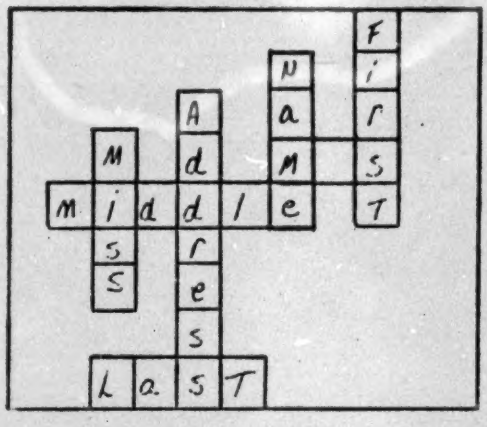
III. Directions: Fill in the squares with one of the vocabulary words taught in this unit. You may have to read the "across" and "down" items to the student.

Across

1. a married woman
2. comes between first and last
3. rhymes with "fast"

Down

1. rhymes with "thirst"
2. rhymes with "same"
3. the place where you live
4. an unmarried woman



Sources of Ideas and Activities for Teaching a Student How to Fill Out an Application Form

1. Goble, Dorothy Y. How to Get a Job and Keep It. Austin, Texas: Steck-Vaughn Company, 1969.

   A work-text of six units which presents step-by-step explanations of the procedures, requirements, and rules for getting and keeping a job. Unit 3, "Completing the Job Application Form," is particularly relevant to this unit. It presents advice and tips for filling out an application, various kinds of directions found on application forms, explanations of terms and abbreviations, and a sample job application form. Exercises accompany each explanation. It also contains a glossary of work-related terms.

2. Goltry, M. Forms in Your Future. New York, N.Y.: Learning Trends, a Division of Globe Book Company, Inc., 1973.

   Form 1 on pages 7-9 explains the social security number and presents a sample of the application form to be completed when applying for a number. Pages 11-18 focus upon the job application form and present a form for an office job and one for a factory job. The reading level is difficult, but the information may be helpful to the tutor in preparing his lessons.

3. Lee, Miriam. Jobs in Your Future, part of the Scope Series. New York: Scholastic Book Services, 1963.

   A worktext which presents varied information, descriptions about different jobs and tips for obtaining desired employment. Page 44 presents a sample application form. Page 19 discusses social security cards.

4. Piltch, Benjamin. A Step-by-Step Approach to Learning How to Fill Out Application Forms. Phoenix, New York: Frank E. Richards Publishing Company, Inc., 1972.

   An excellent aid for preparing sample forms for instruction. The workbook is a compilation of twenty different application forms, each one becoming a little more complex and adding additional terminology.

5. Schapiro, Jeri. Scope Visuals 13, Getting Applications Right. New York: Scholastic Book Services, 1973.

Functional Instruction Unit II

HOW TO READ AND WRITE PERSONAL CHECKS

by

Roberta Weiner

TUTOR SUPPORT LIBRARY

FUNCTIONAL UNIT: HOW TO READ AND WRITE PERSONAL CHECKS

I. Overview

Your student may be interested in learning to read and write checks for several different reasons. He may be receiving personal checks that he cannot read; his job may require him to accept checks from clients in payment for services rendered; or he may simply be interested in opening his own personal checking account. This unit identifies the skills and concepts he must obtain in order to work with the check form. If further interest is indicated, additional units should be taught to acquaint the student with the procedures, forms, and skills involved in the banking process. See units (

II. Prerequisite Skills

The amount of time, instruction, and practice necessary for teaching the concepts and vocabulary presented in this unit is largely dependent upon the student's previous knowledge. Before beginning this unit, however, he should:

1. be able to count from 1-1000
2. know the various forms of currency and be able to count money
3. understand the concept of the calendar (number of days and months in a year, number of days in the months, etc.)

If the student has not yet learned these concepts, refer to other units and teach these first.

III. Related Vocabulary Words and Phrases

Account
Amount
Amount of check
Amount of deposit
Balance
Bank
Cash
Cents
Check
Check issued to
Date
Date of deposit
Dollars
For deposit only
Months of the year - names and abbreviations
Number - No.
Numbers - numerals; words (one-twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, hundred, thousand)
Pay to the order of
Total

IV. Concepts and Skills to Teach

Concept of a check: how it can be used for payment
Notations for writing the date: March 10, 1974, Mar. 10, 1974, 3-10-74
Money symbols and notations: $(dollar); . (decimal separating dollars from cents); $55.15; $55 15/100
Writing amounts of money in words:
One hundred dollars and fifteen cents
One hundred ---------- 15/100
Signature: official way a person writes his name for identification
Endorsing a check: writing your name on the back of a check that is made out to you
Computational skills: addition and subtraction (if not already known by students)

V. Sample Lesson

Purposes: To introduce the student to the various parts of the check; to teach the student to fill in part 3 on the check form - the date

Prerequisite Skills: Student can read and write his name, address, and telephone; student can print the letters of the alphabet

Materials Needed: Sample check forms stapled together for form a sample checkbook; paper, pencil, prepared activity sheets for practice with reading and writing the dates

Procedures:

1. Discuss with the student the purposes for using checks: how they represent money, conveniences of not having to carry cash, having a record of money spent, etc. Also, explain briefly how banking by check operates.

   For discussion ideas, you may want to refer to the following:
   a. Forms in Your Future, p. 42
   b. Getting Ready for Pay Day; Part 1: Checking Accounts, pp. 5-7

2. Using the sample check form, explain briefly the various parts of the check and the information to be recorded for each. Show the student another completed check form and ask him questions about it, such as: On what date was the check written? Who was being paid? What was the amount of the check?

3. Review check parts 1 and 2. Have student read his name and address and identify the check number.

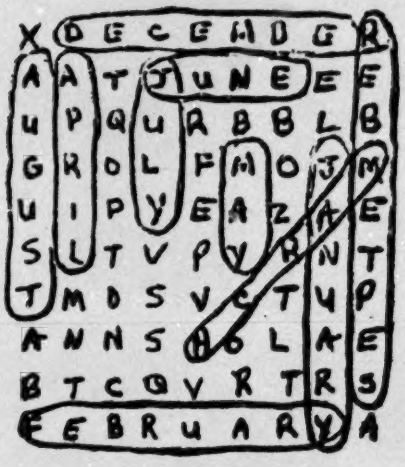
4. Teach student how to read and write dates. The amount of instruction needed will depend upon whether he can read the names of the months of the year. If he can't, in the first lesson you might have him look at the words, read them as you point to each one (have a list of the month names and abbreviations), have him say the month names after you, look at the words closely for similarities in spelling or word parts (ex., September, October, November, December), and teach a few as sight words. Using the month names being studied, explain the parts of date notation, and have the student fill in dates on several sample forms.

   In subsequent lessons, teach the abbreviated forms of the months and the numerical form for writing dates (3-10-74)

   For sample exercises, refer to Getting Ready for Pay Day; Part 1: Checking Accounts, pp. 18-19.

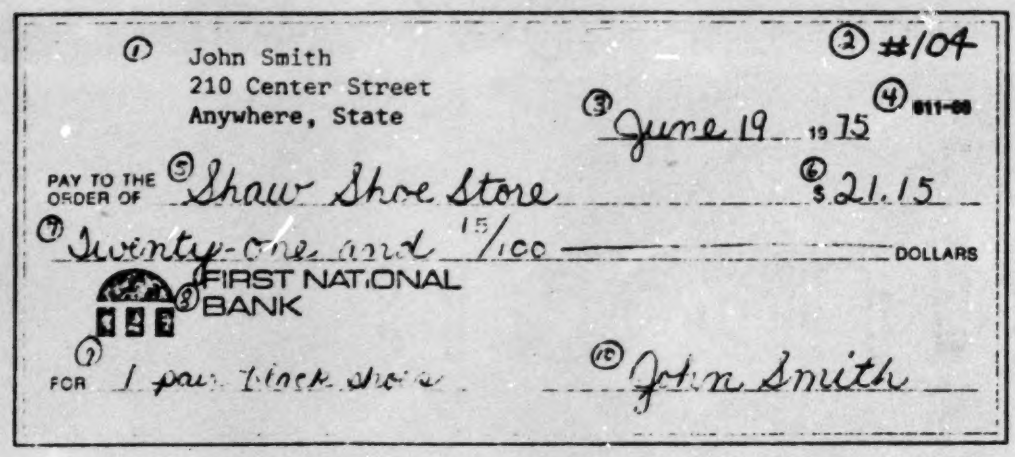
5. Some suggested activities for teaching students to read and write dates are as follows:

   a. Match month names with their abbreviations.
   b. Unscramble the months (ex. neju)
   c. Play the concentration game in which month names are matched, or month names are matched with their abbreviations.
   d. Find the hidden months and draw a circle around them.
      Ex.



In future lessons, teach the student to:

1. learn to read and understand the phrase "pay to the order of," and practice filling in appropriate names on the check forms.
2. read and write numbers.
3. fill in the amount of money using symbols and words.
4. write his signature
5. fill out check forms completely and interpret the information. It will be most interesting for the student if realistic situations are used for check-writing activities; for example, writing checks to pay the rent, the grocer, the telephone bill.
6. read and apply new vocabulary terms by reviewing and reinforcing them through exercises, games, and additional reading material.
7. fill out check stubs for the checks he writes.
8. keep a record of his checks and the amount of money in a checking account by preparing a sample check and check stub booklet for him to complete. Begin with a fictional balance in the check account, prepare a series of situations for which checks must be written, and have the student fill in the check and check stub for each. Computational skills will need to be taught to complete this activity.



1. Name and address of person writing the check
2. Check number
3. Date
4. Bank number
5. Name of person or business to be paid
6. Amount of the check --- written in numbers
7. Amount of the check --- written in words
8. Name of the bank
9. Reason for payment --- services or products
10. Signature of person writing the check
11. Bank number and account number

SOURCES

Goltry, M. Forms in Your Future. New York: Globe, 1973.

Hudson, Margaret W. and Weaver, Ann A. Getting Ready for Payday. New York: Frank E. Richards, 1963.

Functional Instruction Unit III

HOW TO READ AND USE THE TELEPHONE DIRECTORY

by

Sylvia Carter

TUTOR SUPPORT LIBRARY

FUNCTIONAL UNIT: HOW TO READ AND USE THE TELEPHONE DIRECTORY (ALPHABETIZING)

I. Overview

Adults today may need telephone skills for a variety of reasons. The needs may be family, social and/or job related. The use of the telephone may be simple or relatively complex.

Your student may need to be able to use the telephone directory on a regular basis or in an emergency situation. The current telephone company policy indicates the need for directory skills rather than a dependence on dialing the operator.

This unit describes the alphabetizing skills and concepts needed to read a telephone directory. Additional interest could lead to units which could equip the student for an expanded use of the telephone and directory.

II. Prerequisite Skills or Understandings

The amount of time, instruction and practice necessary for teaching the needed skills related to this topic will depend in large part on the information the student already has and can use. Before beginning this unit, however, he should:

1. be able to recognize the letters in alphabetical order
2. be able to read and use digits 0-9
3. be able to negotiate the dial of the telephone
4. be able to read and write own name and address as well as those of some friends or acquaintances

III. Related Vocabulary: Words and Phrases

These words may need to be recognized when heard and/or in print.

telephone	number
telephone directory	telephone number
dial	operator
alphabetical order	dial tone
telephone booth	emergency numbers
pay phone	zip codes
	yellow pages

IV. Concepts and Skills To Teach

Concept of a directory; its use and aid in locating names and numbers

Notation and sequence of telephone numbers, reading and writing telephone numbers

Form for listing names (Last name given first)

Alphabetizing, the alphabetical ordering of names
ABC divisions or dial system and punch button system
Abbreviations of addresses, titles

V. Sample Lesson

Purposes: To introduce the student to organization of the telephone directory; to teach the student the entry form in the white pages of the telephone directory; to teach the student to alphabetize at the first order.

Prerequisite Skills: Student can read and write his name; student can recognize and print the letters of the alphabet in order and can read and write the numbers 0-9. Student can read the first and last names of 5 friends or acquaintances.

Materials Needed: Sample telephone directory; paper, pencil, sheet with letters in alphabetical order, prepared work sheets with names printed (last name first), scissors, paper, pencil

Procedures:

1. Have available a local telephone directory. Discuss with the student the purpose of a telephone directory. Survey the directory - Discuss the overall directory organization briefly.

2. Show a name and number entry in the directory and a copy of this on a separate work sheet.

   example: Brown, Bob Jefferson 725-4337

   Call attention to the form: last name first - the comma - first name - address - phone number (3 digits - 4 digits) Write the student's name and telephone number in this form. (Tutor may check the entry in the phone book - show student his entry) Tutor may write his own name and telephone number in entry form and show the student the matching telephone directory entry.

   (This may be a good opportunity to exchange phone numbers if this has not already been done.)

3. Present the student with a list of five names (Each last name beginning with a different letter)

   For example:

   Jones, George
   Brown, Jim
   Smith, Bob
   Davis, Jerry
   Allen, Joe

Read the names to the student. Call the student's attention to the first letter of the last name in each example.
Draw a circle around the first letter of each last name.

4. Have available a sheet with alphabet letters printed in order.

5. Cut the names apart. Move them around to place them in sequence according to alphabetical order. Mix their order. Ask the student to move them into alphabetical order.

6. Ask the student to name 5 friends or acquaintances (each last name beginning with a different letter) whom he would like to be able to locate in the telephone directory. Write these names (last name first). Cut the names apart. Move them into alphabetical order. Mix the order. Ask the student to place the names in alphabetical order.

7. Some suggested activities for teaching students to alphabetize:

   a. Match names written in usual order with those names written last name first. Example:

Joe Jones	Green, Ben
Bill Allen	Jones, Joe
Ben Green	Allen, Bill

   b. Fit puzzle together: a piece of paper cut into enough shapes to contain all letters of the alphabet. One letter per piece. Fit the puzzle together to obtain the alphabet in order.

   c. Make cards for names and telephone numbers most often used by the student. Have student place these in alphabetical order.

   In future lessons, teach the student to:
   1. alphabetize at the second, third, etc. order
   2. read and write selected, needed names and telephone numbers
   3. locate numbers and make telephone calls as needed for specific reasons
   4. read and use the yellow pages
   5. use the organizational format of the guide pages in the telephone directory
   6. use the guide names at the top of each page

7. read and use new vocabulary words and phrases in the directory as well as in games and related materials
8. use the telephone company (Bell System) aids (teletrainer, workbooks, etc.)
9. select a company or name and number to fulfill a specific need

VI. Sources for Ideas and Activities for Teaching Telephone Use and Telephone Directory Reading

1. Bell System Publications and Teaching Aids

   Speaking Over Barriers

   Telezonia

   Telephone Directory and Workbook

   Films (Free Loan)

2. California State Department of Education. Examples of Lesson Plans in Elementary Subjects for Adults, p. 4.